**Case Study 1  
Positive Behavioral Intervention Plan   
Planning Form**

*IEP teams can use this form to guide them through the process of developing the Positive Behavioral Intervention Plan.*

Student *\_\_Thomas Jones\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Age *\_\_\_13\_\_\_\_\_* Sex *\_M\_*  
Teacher(s) *\_\_Ms. Gilbow / Team B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Grade *\_\_\_\_6th\_\_\_\_\_*  
Case Manager *\_Mrs. Brantley\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Date(s) *\_\_\_\_\_\_\_\_*

Reason for intervention plan:

*Tom’s behavior often disrupts class. Yesterday he threw a dictionary across the room, knocked over his desk, kicked it, and began yelling obscenities at the teacher and the other students in the class (LD resource room). The teacher had to call for help from his ED resource room teacher to calm him down and safely remove him from the classroom.*

Participants (specify names):

|  |  |
| --- | --- |
| (x) student *\_\_Tom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* (x) family member*\_Mrs. Jones\_\_\_\_\_\_\_* (x) special educator *Ms. Gilbow\_\_\_\_\_\_\_\_\_* ( ) general educator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( ) peer(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ( ) special education administrator\_\_\_\_\_\_\_\_\_\_\_\_\_ (x) general education administrator*\_Mr. Scott\_\_\_\_* ( ) school psychologist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( ) other agency personnel \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ( ) other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

**Fact Finding**

1. **General learning environment:** Describe thestudent’s school class schedule, including any special programs or services.

*Tom receives special education to provide support for his emotional difficulties and learning disability in two resource rooms. These classes provide instruction in math, language arts, reading, social skills, and social studies. He is in the regular classroom for specials, lunch, and science. He rides a special bus with a paraprofessional to school.*

1. **Problem behavior:** Define the problembehavior(s) in observable, measurable, and countable terms (i.e., topography, event, duration, seriousness, and/or intensity). Include several examples of the behavior.

*Thomas has Tourette’s Syndrome, a learning disability that manifests itself in reading and language arts, and an emotional disturbance. Symptoms of Tourette’s lead him to display distracting tics and vocalize curses during the usual course of the day. This sometimes causes his classmates to make uncomplimentary comments. His emotional and learning disabilities often lead to frustrating academic and social situations. When he becomes frustrated he often throws objects (books, book packs, pencils) turns over furniture (chairs or tables), and curses obscenities at the adults and other students present in the classroom.*

1. **Setting events:** Describeimportant things that are happening in the student’s life that may be causing the behavior(s) of concern.

*Thomas recently started to be mainstreamed more often in the regular classroom. He has begun to take science (as area of strength and interest) in the general education setting.*

1. **Review existing data:** Summarize previously collected information (records review, interviews, observations, and test results) relevant to the behavior(s).

*An examination of Tom’s medical records and interviews with his parents and teachers all reveal that due to Tourette’s Syndrome he has uncontrollable tics that cause his head to jerk to the side. Often during these tics he curses, a behavior that has never been observed in isolation.*

*A review of his IEP, test results, and interviews with his parents and teachers reveal that he has learning problems that keep him from realizing success in the mainstream classroom and causes him a lot of frustration. He also is frustrated by the many rude comments made by his classmates regarding his tics. During unstructured time (recess, before school, between classes), it has been observed that other students tease him. His parents and teachers report that this really bothers Tom and makes it difficult for him to make friends. He spends most of his spare time with his 4th grade sister who walks him to and from class in the mornings and afternoons.*

**Possible Explanations**

1. Identify likely antecedents (precipitating events) to the behavior(s).

*Academic frustration*

*Social ridicule by peers*

1. Identify likely consequences that may be maintaining the behavior(s).

*When Tom acts out he is removed from the situation. We believe that this behavior allows him to escape a frustrating situation.*

1. Identify and describe any academic or environmental context(s) in which the problem behavior(s) does not occur.

*This problem has never occurred in the resource room for students with emotional disturbance. Parents report that it rarely occurs at home and that Tom did not have the same problem in his 5th grade class. They also report that Tom was asked not to return to the local YMCA because of his acting-out behavior.*

**Validation**

1. **Functional assessment:** Do you already have enough information to believe that the possible explanations are sufficient to plan an intervention?
   1. If yes, go to Step 9, if no, then what additional data collection is necessary?

( )Review of IEP goals and objectives  
( )Review of medical records  
( ) Review of previous intervention plans  
( ) Review of incident reports  
( ) ABC (across time and situations)  
( ) Motivational analysis  
(x) Ecological analysis  
(x) Curricular analysis  
( ) Scatter plot  
( ) Parent questionnaire/interview  
(x) Student questionnaire/interview  
(x) Teacher questionnaire/interview (specify who) *Mr. Elliott—5th grade teacher*\_\_\_\_\_\_  
(x) Other (explain) *Talk with director of the YMC*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Summarize data. Attach additional sheets if necessary.
  2. *Tom does not seem to have problems in environments that are well supervised and where he is not expected to perform tasks that are more difficult than his skill level.*
* *The YMCA director reported that the other kids teased Tom and that Tom would just "explode." He said that he knew the other kids antagonized Tom, but he was afraid someone would get hurt if Tom was permitted to continue to come to the Y. He told Tom that when his behavior was under control he was welcome to return.*
* *Mr. Elliott, his 5th grade teacher said that at the beginning of the school year he had his class study Tourette’s Syndrome and had guest speaker come in to discuss the effects of Tourette’s. Tom even led some of the discussion. He felt that once the other students understood what was happening they were more comfortable with the tics and soon they began to ignore them.*
* *Tom is about 2 years behind his grade-peers in reading and written language ability. He is intelligent and can understand grade level tasks that are presented orally. When he is permitted to respond orally rather than writing an answer, he performs on grade level. If he is asked to read aloud or silently or is asked to fill out worksheets without assistance he becomes frustrated or distracted and does not complete his work.*
* *Tom does better in structured environments where there is adult supervision. Adults in these environments seem to deter the teasing of his peers and provide him with individual help in academics. Ms. Gilbow, his ED resource teacher, reports that he does well when given independent work on his grade level. She says that he does well in structured cooperative learning groups where he is permitted to respond orally and other team members do the writing and reading aloud. She also reports that Tourette’s Syndrome was thoroughly discussed at the beginning of the school year and reviewed when new students are placed in her class.*

**Planning**

1. **Formulate hypothesis statement:** Using the table below, determine whythe student engages in problem behavior(s), whether the behavior(s) serves single or multiple functions, and what to do about the behavior(s).

|  |  |  |
| --- | --- | --- |
|  | Internal | External |
| Obtain Something |  |  |
| Avoid Something | Try to keep a positive outlook with Tom about his tics and help him focus on what he does well in school, not what he doesn't do. | Make every attempt possible to keep Tom in situations that are comfortable to him. |

1. **Current level of performance:** Describe problem behavior(s) in a way the team will recognize onset and conclusion of behavior.

Tom becomes discouraged when the taunting from his peers increases. Before an outburst, Tom will become non-verbal, except for his tics, and he tends to focus on an area or certain object.

1. Describe replacement behavior(s) that are likely to serve the same function as the behavior(s) identified in Step 9.

Tom should be aware of his surroundings and realize that an outburst is soon to occur. At this time he should seek help from the staff or teachers in his immediate surroundings.

1. **Measurement procedures for problem behavior(s) and replacement behavior(s):**
   1. Describe how (e.g., permanent products, event recording, scatterplot), when, and where student behavior(s) will be measured.

Tom can record the number of outbursts that he has and look at how many times he asked for help from those around him.

* 1. Summarize data by specifying which problem behavior(s) and replacement behavior(s) will be targets for intervention.

Problem behavior: outbursts, throwing things, kicking, uses vulgar language

Replacement behavior: leave a situation, ask for help, use self-talk techniques

1. **Behavioral intervention plan:**
   1. Specify goals and objectives (conditions, criteria for acceptable performance) for teaching the replacement behavior(s).

Tom should work with Ms. Gilbow to identify the signs that he is about to become angry.

Tom will begin to recognize that he is becoming angry and will seek the help of an adult instead of acting out.

Tom can work on contacting the YMCA director and see if it would be possible for him to return. Tom can report the progress that he has made and see if adults at the YMCA would be willing to work with him to control anger/outbursts.

* 1. Specify instructional strategies that will be used to teach the replacement behavior(s).

Tom will work with his teacher to control outbursts. They can talk about times that had pushed Tom the point where he acted out. Role play would help in this activity.

* 1. Specify strategies that will be used to decrease problem behavior(s) and increase replacement behavior(s).

Tom is not the only one that needs to be aware of what will set him off. Teachers or other adults in the classroom should have knowledge of this as well. If they foresee a problem, they can approach Tom and ask if he needs help or if everything is ok.

* 1. Identify any changes in the physical environment needed to prevent problem behavior(s) and to promote desired (replacement) behavior(s), if necessary.

Those around Tom need to be aware of what Tourettes is and what they can do to help their classmate. They should be encourage to ask questions and discuss what life can be like for someone with this disease.

* 1. Specify extent to which intervention plan will be implemented in various settings; specify settings and persons responsible for implementation of plan.

The plan will be implemented in all of Tom's classes and at home. Tom will need the full support of his teachers, parents and classmates. Once it is noted that Tom is beginning to control his anger, he can then work toward contacting the director of the YMCA.

1. **Evaluation plan and schedule:** Describe the plan and timetableto evaluate effectiveness of the intervention plan.
   1. Describe how, when, where, and how often the problem behavior(s) will be measured.

For one month Tom should work with special-education teacher to chart his outbursts/anger and see if he is making progress. If he has not made progress within seven weeks, the plan should be looked at and altered if needed. Tom should be outburst free within ten weeks.

* 1. Specify persons and settings involved.

Tom's special education teacher, his regular education teachers, parents and in time the director and staff at the YMCA.

* 1. Specify a plan for crisis/emergency intervention, if necessary

If an outburst is to occur, teacher can call for assistance from another teacher.

* 1. Determine schedule to review/modify the intervention plan, as needed. Include dates and criteria for changing/fading the plan.

10/25/2011- review

11/15/2011-review/modify

12/06/2011-review/modify

1. Describe plan and timetable to monitor the degree to which the plan is being implemented.

Every Monday special education teacher will contact Tom's teachers to see how well he is adjusting to plan and if it is being followed the way it has been designed